ESSA Plan: Accountability

ESSA: Getting to Approval

- Revised Plan approved by the U.S. Department of Education (USED) on November 28, 2017
  - Includes index plan (accountability system) to fulfill ESSA requirements and
  - Transparency dashboard for parents

- All changes to the originally-submitted plan are indicated in the revision posted at www.Michigan.gov/essa

Accountability Timelines

- **2016-17** accountability (Winter/Early Spring 2018) will be run using the new system and will include required federal designations.

- **2017-18** accountability (Fall 2018) will be run and be used to support Partnership District work.

Major Accountability Changes

- Unification of tasks previously accomplished by separate systems
  - Scorecard
  - Top-to-Bottom (TTB)
  - Gap Ranking
  - English Learner (EL) accountability (i.e., NCLB Title III AMAOs)

- Partial points based on the degree to which targets are met

- Common statewide targets

- Only building-level accountability

- Frequency of federal designations

- Addition of School Quality/ Student Success component

- Greater flexibility in how states and district support designated schools

- Increases local control of, and local responsibility for, the improvement of designated schools

- 1% cap moves to participation

Index System: Identification

- To meet the minimum requirements of ESSA, the accountability system is required to identify:

    - **Comprehensive Support and Improvement Schools (CSI)**
        - Lowest performing schools
        - Schools with graduation rates at or below 67%
        - Additional Targeted Support Schools not exiting that status in a state-determined timeframe

    - **Targeted Support and Improvement Schools (TSI)**
        - Schools with 1-2 subgroups performing at the level of a CSI school

    - **Additional Targeted Support Schools (ATS)**
        - Schools in which three or more subgroups are performing at the level of a CSI school

Comparison of Federal Designations

Designation	How often is the designation given?	Who determines supports?	Who determines exit criteria and timelines?
Comprehensive	Every 3 Years	LEA; Approved by SEA	SEA
Targeted	Yearly	School; Approved by LEA	LEA
Add'l Targeted	Every 3 Years	School; Approved by LEA	SEA

Index System: Index Values

- 0-100 index values generated for almost every public school
  - Subset of these schools eligible for identifications

- Index values are used to determine federally required identifications
  - Example: lowest 5% of overall index values = Comprehensive Support schools

- Index values also generated for each system component and any subgroup in the school meeting minimum n-size requirements

- All index values use a percent of target met concept
  - Example: proficiency target is 80%. School's proficiency = 50%. Proficiency index = 50/80 or 62.5.

Index System: Long Term Goals and Targets

- Index values are tied to performance against long term goals
  - Percent of goal (target) met

- Long term goals are ambitious and aligned to Top 10 in 10

- Goals to increase performance such that the statewide average moves up to the value of the current 75th percentile by the end of 2024-25
  - Goals are "anchored" at these values through 2024-25

- Expectations are the same for all students

- Participation requirement (target) remains at 95%

Index System: Long Term Goal Values

Component	Baseline Value (2016-17)	Long-term Goal (2024-25)
Proficiency – ELA	49.14%	60.00%
Proficiency – Math	37.55%	47.55%
Growth – ELA	49.99%	57.92%
Growth – Math	43.49%	50.70%
Graduation – 4-year	79.79%	94.44%
Graduation – 5-year	81.99%	96.49%
Graduation – 6-year	81.25%	97.00%
EL Progress	46.41%	59.26%

Index System: Components

- ESSA requires the accountability system to have the following components:
  - **Proficiency**
  - **Growth**
  - **Graduation Rate**
  - **English Learner (EL) Progress**
  - **School Quality/Student Success**

- Michigan has chosen to have the following additional component:
  - **Participation**

  - 95% participation rate is still required under ESSA system but not required to be a component

- Subgroup disaggregation for all components except EL Progress

- Min. n-size 30 for all subgroups

Index System: Components

- Overall indices (0-100) are calculated by combining component indices using the following weights:
  - 29% Proficiency
  - 34% Growth
  - 10% Graduation Rate
  - 10% English Learner (EL) Progress
  - 14% School Quality/Student Success
  - 3% Participation

- Weights are redistributed proportionally if a school is missing a component

- Proficiency and Growth use Math and ELA only

- Each component also has a index value from 0-100

Index System: Example Overall Calculation

Component	Component Index (% of target met)	Component Weight	Weighted Points
Growth	80.00	34.00	27.20
Proficiency	50.00	29.00	14.50
School Quality/Student Success	90.00	14.00	12.60
Graduation Rate	90.00	10.00	9.00
EL Progress	60.00	10.00	6.00
Participation	100.00	3.00	3.00
		Building Overall Index:	**72.3**

Index System: Subgroups

- For the index, the minimum subgroup n-size for all components is:
  - 10 or more students to be included in index displays
  - 30 or more students to be included in index calculations

- Subgroups are weighted equally in calculating component index values
  - Aligned with Top 10 in 10 goals of ensuring equity in the Michigan's education system

- Bottom 30% is for reporting only – not included in index calculations

Index System: Component Process

1. **Calculate indices for each student group and component sub-element**
   - Student Groups & Content Areas (Asian ELA, Asian Math, etc.)
   - Student Groups & Graduation Cohorts (Black 4-year, Black 5-year, etc.)
   - Student Groups & subcomponents (Hispanic Percent Not Chronically Absent, Hispanic Advanced Coursework, etc.)

2. **Calculate a single index for each student group**
   - Combining across any component sub-elements, i.e., content areas, cohorts, subcomponents

3. **Calculate a single index for the component**
   - Average indices across student groups

Index System: Example Calculate Student Group & Content Area Indices

Student Group	%FAY Tested	% Proficient	Part. Adjusted Proficiency	%Target Met (Target = 60%)
All Students	96%	50%	50%	83.33%
Am. Ind/Alaska	-	-	-	-
Asian	-	-	-	-
Black/African Am.	96%	50%	50%	83.33%
Hispanic/Latino	-	-	-	-
Nat. Hawaiian	-	-	-	-
Two or More	-	-	-	-
White	90%	50%	45%	75.00%
Econ. Dis.	95%	50%	50%	83.33%
Eng. Learners	-	-	-	-
Students w/Dis.	96%	50%	50%	83.33%

Index System: Example Calculating Student Group Indices

Content Area	Content Area Index (% Target Met)	Total Tests Taken in All Content Areas	Tests Taken in This Content Area	Content Area Weight	Weighted Points
ELA	75.00	1,000	490	49.00	36.75
Math	80.00	1,000	510	51.00	40.80
			Student Group Overall Proficiency Index		**77.55**

Index System: Example Calculating Building Indices

Student Group	ELA	Math	Combined
All Students	83.33%	92%	87.67%
Am. Ind/Alaska	-	-	-
Asian	-	-	-
Black/African Am.	83.33%	88%	85.67%
Hispanic/Latino	-	-	-
Nat. Hawaiian	-	-	-
Two or More	-	-	-
White	75.00%	80%	77.55%
Econ. Dis.	83.33%	74%	78.76%
Eng. Learners	-	-	-
Students w/Dis.	83.33%	76%	79.67%
Building Overall Proficiency Index			**81.86%**

Index System: Proficiency Component

- Measure: Percent of Students Meeting Proficiency

- Includes:
  - M-STEP, SAT, & MI-Access

  - Grades 3-8, & 11/12

  - Only Math and ELA
    - Seeking a waiver to include Science and Social Studies

  - Only Full Academic Year (FAY) students are included

- Math and ELA values are averaged to achieve a single proficiency index value

- Includes any valid subgroup's performance

- Proficiency rate is adjusted (multiplied by participation rate) for schools with participation rates below 95%
  - Complies with ESSA requirement to include the greater of 95% of students or the percent tested in proficiency calculations

Index System: Growth Component

- Measure: Percent of Students Meeting Adequate Growth

- Includes:
  - M-STEP, SAT, & MI-Access

  - Grades 4-8, & 11

  - Only Math and ELA
    - Seeking a waiver to include Science and Social Studies

  - Only Full Academic Year (FAY) students are included

- Math and ELA values are averaged to achieve a single growth index value

- Includes any valid subgroup's performance

- Meeting Adequate Growth rate is adjusted (multiplied by participation rate) for schools with participation rates below 95%
  - Aligns with the ESSA requirements for proficiency component calculations

Index System: Percent Meeting Adequate Growth

- Describes the percent of students on a path to become proficient, or to maintain proficiency, within a specific timeframe

- Measured by the percent of students that either:
  - Have a growth score meeting or exceeding their growth target

  - Were previously not-proficient but moved to proficiency

Index System: Growth Scores

- Michigan's growth score measure is the Student Growth Percentile (SGP)

- SGPs describe a student's learning over time compared to other students with similar prior achievement scores (scale scores).

- Indicates what percent of similar students had lower growth than that student

- Growth Scores (SGPs) can range from 0-99

- Average growth score (SGP) is 50

Index System: Growth Targets

- Michigan's growth target measure is the Adequate Growth Percentile (AGP)

- AGPs describe how much growth a student needs to consistently attain to be on a path to reach, or maintain, proficiency within a set timeframe

- Indicates what growth score (SGP) a student needs to reach to count as met adequate growth

- Growth Targets (AGPs) can range from 0-99

Index System: Growth Target Timeframes

- Describe the amount of time the growth target (AGP) model is expecting the student to take to grow to proficiency

- Set based on the average time previous students with similar scores took to reach proficiency

- Currently vary between 1-3 years

- Maximum of 3 years is due to limitations of data and not a policy determination

Index System: Graduation Component

- Measure: Graduation Rates

- Includes:
  - 4-, 5-, & 6-Year Cohorts
  - Only students meeting CEPI* graduation rate inclusion rules

*Center for Educational Performance and Information

- 4-, 5-, and 6-year values are combined using the following weights to achieve a single graduation rate index value
  - 4-year = 50%
  - 5-year = 30%
  - 6-year = 20%

- Missing cohort weights are redistributed proportionally to existing cohorts

- Includes any valid subgroup's performance

Index System: English Learner (EL) Progress Component

- Measure: Percent of English Learner (EL) Students Making EL Progress

- Includes:
  - WIDA Access
  - Grades K-12
  - Only FAY (Full Academic Year) students are included
  - Only for ELs (i.e., does not disaggregate for other subgroups)

- Students count as Making EL Progress by either:
  - Meeting EL Adequate Growth
  - Demonstrating EL Proficiency

- EL Progress rate is adjusted (multiplied by EL participation rate) for schools with EL participation rates below 95%
  - Aligns with the ESSA requirements for proficiency component calculations

Index System: School Quality/ Student Success

- School Quality/Student Success has 5 subcomponents

- Each subcomponent receives its own 0-100 index

- The 5 subcomponent indices are combined into a single School Quality/Student Success Index using the weights to the right

School Quality/Student Success Subcomponent	Weight in Overall System
K-12 Chronic Absenteeism	4%
K-8 Access to Arts/ Physical Education	4%
K-8 Access to Librarian/ Media Specialist	1%
11-12 Advanced Coursework	3%
Postsecondary Enrollment	2%

Index System: School Quality/ Student Success Targets

School Quality/Student Success Subcomponent	Subcomponent Target
K-12 Chronic Absenteeism	92.37% Not Chronically Absent
K-8 Access to Arts/ Physical Education	145 Students/FTE
K-8 Access to Librarian/ Media Specialist	8312.5 Students/FTE
11-12 Advanced Coursework	49.82% Successfully Completing
Postsecondary Enrollment	74.10% Enrolled within 12 Months

Index System: Participation Component

- Participation has 2 separate subcomponents

- Each subcomponent receives its own 0-100 index

- The 2 subcomponent indices are combined into a single Participation Index using the weights to the right.

Participation Subcomponent	Weight in Overall System
Content Area Participation	2%
English Learner Participation	1%

Index System: Content Area Participation Subcomponent

- Measure: Participation Rate

- Includes:
  - All students enrolled during the assessment window

  - M-STEP, SAT, & MI-Access

  - Grades 3-8, & 11/12

  - All Content Areas (Math, ELA, Science, and Social Studies)

- Students with valid tests count as participating

- Math, ELA, Science, and Social Studies participation values are averaged to achieve a single participation index value

- Includes any valid subgroup's performance

Index System: English Learner Participation Subcomponent

- Measure: Participation Rate

- Includes:
  - All students enrolled during the assessment window

  - WIDA Access and WIDA Alt Access

  - Grades K-12

- Students with valid tests count as participating

- Only applies to the English Learner subgroup

MI-Access 1% Cap – New Requirements

- 1% cap changes from a proficiency cap to a participation cap
  - **States** may not exceed 1%

  - **States** must:
    - Require justification from districts assessing more than 1% of their students on an alternate assessment
    - Provide appropriate oversight of a district that exceeding the 1% cap
    - Make district justifications public providing they do not reveal individual student information

  - **States** are allowed to submit waivers good for one year
    - Requires timeline for falling below the cap and other additional reporting

MI-Access 1% Cap – What do the changes mean?

- Accountability will <u>no longer</u> be collecting waivers from districts

- Accountability will not be processing 1% cap appeals for accountability

- All MI-Access students with valid scores will be included in proficiency calculations

- MDE is seeking a waiver to allow for more time to meet the 1% cap statewide. In the meantime resources are available for ISDs and districts:
  - Exceeding 1% Cap Justification Form: http://www.michigan.gov/documents/mde/1PctCap_Justification_Form_Final_609993_7.pdf
  - 1% Cap Guidance: http://www.michigan.gov/documents/mde/1_Cap_Guidance_for_ISDs_595801_7.pdf

My School was Identified. Now What?

- We will use the federally required key components, with the weights and all other details negotiated for the originally-proposed A-F system, to create a 0-100 index that will allow us to identify the lowest performing schools.

- The bottom 5%, as well as those high schools failing to graduate 67% of students, will be identified as Comprehensive Support and Improvement (CSI) schools

- All schools within the index will then be triaged into three types of districts:
  - Partnership districts
  - Early Warning districts
  - General Support districts (with the option for any district to request specific types of supports from us—a category we are calling "Selected Support" districts)

My School was Identified. Now What?

- Targeted Support and Improvement (TSI) schools:
  - We will identify any school with low-performing subgroup(s), and inform districts of their low performing subgroup(s), and request that they use this data/information to inform their school improvement plan
  - Early Warning districts and Partnership districts will get more intensive technical assistance with this process

- Additional Targeted Support and Improvement (Additional-TSI) schools:
  - Calculate an index value for each subgroup in the same way as calculating the overall index for CSI schools
  - Three or more subgroups with index values less than or equal to the highest overall index value in the lowest performing group of schools identifies that school as an additional targeted support school

For More Information:

For questions about Michigan's ESSA plan, please email us at: MDE-ESSA@michigan.gov

For questions about school accountability, please email us at: MDE-Accountability@michigan.gov

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